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ABSTRACT

This part of the multimethod Head Start bilingual/bicultural curriculum evaluation (Juarez and Associates 1979), provides a description of the procedures followed to ensure and maintain the quality of ethnographic data over time. Data collection procedures, including ethnographic notes, time and event samples, implementation forms, phone call updates and data analysis are discussed. Data quality control procedures such as field manual development, monitoring field notes, providing feedback to researchers, central processing, parallel observation, mid year reviews and final reviews are described. A brief description of the data collection plan and the rationale for the plan are also provided. The preliminary field manual, field note rating and implementation forms are appended. (Author/RH)

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An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project

Field Supervisor Observations and Quality Control of Ethnographic Data

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I. Introduction

This report is submitted as partial fulfillment of Task IX of HEW 105-77-1048 Modification No. 05. The aim of this document is to provide information to the Administration for Children, Youth, and Families on the consistency of ethnographic procedures and observational instruments across fieldworkers and across replication sites. While the principal concern of the report is a description of the procedures followed to ensure and maintain the quality of the data over time, a brief description of the data collection plan and the rationale for such a plan are also provided. Specifically, the evaluation plan calls for a series of observations over time which, using a number of techniques, measure the degree of program implementation and outcome behaviors. These data will complement and enrich the results obtained from the concurrent psychometric testing and interview components of the evaluation.

Juárez and Associates' multimethod approach to evaluation of a program's process and outcomes attempts to overcome some of the limitations of traditional educational evaluations by measuring the behaviors of young children in context over time and from multiple perspectives. The many criticisms of bilingual education evaluations (Cohen and Laosa, 1976; CAL, 1977; IDRA, 1977; Cummins, 1977; Paulston, 1977) have generally focused on the failure of the designs employed to advance understanding of how bilingual education affects children and on the failure to identify interventions which would promote certain cognitive or other outcomes. Such works suggest that the need for evaluations that include school or home context data is especially critical in bilingual education programs. Fishman (1977), for example, reports that research into the dynamics of bilingual classrooms is practically nonexistent. And Cummins (1977) has commented that evaluations which ignore classroom interactions and instead aggregate data from different types of programs, operating under different sociocultural conditions, and serving children with varying levels of first and second language abilities, are likely to be uninterpretable.

This point of view suggests that much behavior should be viewed as an adaptation to particular tasks and situations (Glick, 1974) and assumes that individuals possess a variety of modes of functioning that respond to environmental demands. The interpretation of performance, therefore, depends on an analysis of the social situation, including familiarity with materials, previous exposure to the environment, experience with the role characteristics of the actors involved in the situation, and so on (Price-Williams, 1975; Lave, 1977). The linguistic deprivation argument, central to compensatory education programs of the 1960s, has been challenged (Labov, 1968) because of the absence of contextual variables. On the basis of his research on nonstandard Black English, Labov established the functional equality of all languages and pointed to the importance of the manner and means by which language competence is assessed. Labov supports the contention that an individual learns to cope with the environment within which s/he has been socialized (e.g., a neighborhood) and that when s/he is removed from that ecological niche to one that is less familiar or comfortable (e.g., school), linguistic competencies may be negatively assessed. Similar assumptions have been used to guide the research in the field of learning and cognition (e.g., Cole & Bruner, 1971; Cole & Scribner, 1974).

Intellectual and linguistic performance is manifested in many behaviors and will vary in accord with the characteristics of the task and the environment. The research on the influence of these characteristics on performance, including the subject's familiarity with the content of the task (Cole, Gay, Glick, & Sharp, 1971); alternative representations of the same problem (Birch & Bortner, 1970; Cole, 1976); the form in which questions are phrased (Blank, 1975); and dialect differences (Mercer, 1973; Williams & Rivers, 1972; Johnson, 1974; Weener, 1969; Baratz, 1969; Hall, Cole, & Reder, 1975), suggest that generalizations drawn from single performances on a test or task are inappropriate. Orasanu (N.D.) also identifies the importance of the individual's perception of the situation and task in which s/he is engaged. Labov (1972), for example, argues that the way children speak is affected by their perceptions of the authority and influence held by individuals in the situation. There is also evidence to suggest that how individuals talk is influenced by whether or not they are in a situation where they believe they are being evaluated on the basis of what they say (Phillips, 1972; Boggs, 1972; Lein, 1975).

An evaluation strategy which considers both the conditions under which experiences are introduced and become a naturally occurring part of an individual's behavioral repertoire and those under which an evaluation or behavioral assessment is made requires a nontraditional multimethod approach. Our strategy relies heavily on the use of trained bilingual ethnographers to collect a series of logically related observations that, when used in conjunction, provide multiple indications regarding the process of implementation at each of the replication sites and changes in the behavior of the children as a result of their participation in the programs. The consistency of the tools and techniques being used by these fieldworkers forms the bulk of the discussion developed in this report. A brief review of the instruments themselves and the associated dependent variables precedes this discussion and a summary section closes the report.

II. Data Collection Procedures

The basis of the ethnographic/observational component of the evaluation is the descriptive fieldwork approach of the cultural anthropologist. The key element in such an approach is that the researcher him/herself is the most important data collection instrument. As such, he/she is involved intensively with the social setting being investigated both as an observer and in varying degrees as a participant. Using multiple research techniques emphasizing participant observation, fieldworkers attempt to understand events in terms of the meanings given them by those individuals interacting in the social situation being studied. Thus, the level of interpretation is "holistic," encompassing the interrelationship of contexts and behaviors within a particular system.*

Hence, the fieldworker or ethnographer--in the case of this evaluation, the participant researcher (PR) and implementation researcher (IR)--is both an insider and an outsider; his/her role helps to overcome this structural problem of differentiating between the roles of "outsider" evaluator and "insider" staff member. His/her participation provides revealing contextual and relevant data at each site. For selected periods of time these researchers are involved in the day-to-day activities of each Head Start center and gather inside data (on teacher activities in the classroom, how parents and children react on a day-to-day basis, etc.).

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*For in-depth descriptions of the characteristics of ethnographic research from different perspectives, see Berreman, 1968; McCall and Simmons, 1969; Wax, 1971; Erickson, 1977; Rist, 1977; Wilson, 1977.

There are two principal aspects to the collection of the ethnographic data. These are program implementation data and child, parent, and teacher behavior data. The assessment of the nature and extent of program implementation over time includes information on what teachers do, classroom arrangements, allocation of people, materials available, and so on. These can be used to assess the congruence between proposed programs and the models as actually implemented. In addition, data from observational forms and ethnographic notes permit the identification of constraints and obstacles to the implementation of a given model at a particular site.

By focusing on model-relevant behaviors, observational data are systematically collected during the evaluation year. This procedure provides a complementary and alternative way of examining a program's impact on parents, teachers, and children. It enables the observation of program effects both on domains specified by the model developers as well as on behaviors not anticipated by model developers. It also provides a methodologically independent cross-validation of the quantitative test results (Campbell, 1974).

It should be clear that the quality of the field operations and of the data obtained is primarily a function of the competence and skill of the fieldworkers. Such competence can be best ensured through systematic training and monitoring of highly qualified and motivated fieldworkers.*

Top quality field personnel are aided by reliable instruments which serve as tools to assist them in sampling, recording, and documenting behaviors and attitudes in specific educational contexts. As suggested in the introductory section of this report, tests and observational instruments must be regarded as contextual sampling devices. That is, the data gained from any type of method cannot be viewed independently from the context in which the data are collected. Thus, the ethnographic component of the evaluation shifts the emphasis or focus of study from the observation of a child's behaviors in isolation (e.g., as in the typical testing situation) to the observation of classroom contexts and the interactions of students and teachers which are designed to encourage particular behaviors. For the purposes of this evaluation, such contexts are those identified by each curriculum developer or by teachers working within a model as key features in determining the success of their curriculum model. The principal tools provided to aid the fieldworkers in their systematic sampling of classroom contexts over time are ethnographic notes, time and event samples of a subsample of children, implementation forms, and phone call updates.

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*For details on the qualifications needed, as well as the recruitment and training of the fieldworkers selected for this study, see Juárez and Associates, September 1979.

A. Ethnographic Notes. Notes consisting of narrative accounts, logs, inventories, and other written formats, where appropriate, are kept by PRs and IRs for observations related to classroom behaviors and model implementation. Four separate note files--topics, events, attitudes, and individuals--have been created and an indexing strategy which combines an etic and emic approach has been created. This indexing system is three-tiered: the first contains four superordinate category codes (e.g., Head Start Community) and a series of subordinate ones (e.g., Population Characteristics); the second tier includes etic categories which result from topics of concern to each of the four curriculum models (e.g., Language Use); and the third contains emic categories generated by each fieldworker and reflective of local concerns.

An indexing system is a mechanism for defining categories of relevant information, organizing them in a uniform manner, and pairing these categories (or their code numbers) with actual written data. It provides a descriptive catalogue in which as many categories of information as possible are separately identified for later retrieval. In addition, an indexing system produces an analytical file in which broad-based descriptive goals are abandoned in favor of focused categories which stem from either specific evaluation questions or preliminary decisions about significant relationships in types of data. The system is descriptive in that it offers comprehensiveness and analytic in that it provides focus. The Juárez and Associates system will be a combination of both category types.

B. Time and Event Samples. Systematic procedures building on the observational and note-taking skills were developed for the naturalistic classroom observations. These behavioral samples concentrate on a subset of children at three specified and preselected periods during the school year.

As to the selection of a sample of children, several steps were involved. The fieldworkers participated in the identification of the subset of children for focused observation by supplying a set of characteristics for children at their site. These characteristics were based on their observations of the children in the different learning environments provided by a model, and were those which seemed to be indicative of distinct experiences in different contexts. Although the characteristics varied by site, all were chosen from a master list developed by the coordinator of fieldworkers in conjunction with the project directors. Sex, language preference, verbal ability, and ethnic group were common characteristics across all sites with cognitive style or family composition being deemed as important at a particular site. The information gained from the fieldworkers was used to stratify and randomly select the subset of fifteen experimental children at each site. Children were selected by classroom and, in general, came from those members of a class who had been tested. When, however, no tested child was available to fill a cell, untested children were chosen, thus ensuring that the effects of a model on different children could be studied. A total of seven of the sixty subsample children fall into this category of untested children. In addition to the five children identified for each classroom at each site, two alternates were chosen per classroom to account for possible attrition in the original subset.

As to the data collection procedures on each subset of children, a methodology was designed and focused observations were begun by the participant researchers at each of the four intensive observation sites during November. The methodology developed combined the strategies of time and event sampling and built on the previous observational skills of the participant researchers. Three types of events were selected: 1) those involving systematic interaction with the teacher or other adults for language and concept development; 2) those related to language and concept development but which were unstructured in terms of adult-child interactions; and 3) situations organized to emphasize child-child interactions. To prevent observer bias, each subset of children from each classroom were randomly assigned to each event or context sampled, and each child was observed individually for an equal amount of time proportional to the length of the event over a period of days.

The unit of analysis was a particular child and the methodology used was a running log. Fieldworkers noted the time at which an observation began and then proceeded to describe the behaviors of the designated child, his/her interactions with others, and general socioemotional comportment. In addition, fieldworkers recorded verbatim the child's utterances. Note was made of any transitions in activities occurring during the observation period and the time of such transitions. After each observation the fieldworkers rewrote their field notes and categorized their observations using the language use, concept development, and socioemotional behaviors related to cross-model objectives as defined in their field manual.

C. Implementation Forms. [illegible] with the time and event sample observations, the implementation assessment procedures incorporate the note taking abilities of the fieldworkers. Model specific checklists, frequency counts, rating scales, and informal interviews with teachers, aides, parents, and children are being used to collect data on the model classrooms over time. For three two-week periods over the course of the school year each PR and each IR gathers implementation data. Such data include information on setting, material resources, individuals, schedule and organization, activities, and personnel attitudes at a given site. The forms contain a listing of the planned and actual classroom schedule for the day, a series of counts of the elements of a model identified in the curriculum as key features, an overall rating of the model using the classroom as the unit of analysis, and guides for structuring conversations with the personnel at a site around model-specific themes. The strategy for completing various parts of the implementation forms includes keeping a running log of notes to complement spot observations. A log is kept of the actual time spans in which activities occur during the observation period (engaged time) as well as of the amount of time spent in transition between each activity. After a time is recorded, notes are taken on all naturally occurring events within a given time period. To ensure that sufficient data are collected, a list is made of all individuals in the class (either by name or through a description of their clothing) before observations are begun. The behavior of each person for each activity (e.g., children who are engaged in one activity and children who are not) is then described. Such note taking procedures, focused on particular situations specified by the curriculum of each model as promoting particular behaviors, allow for an accurate estimate of overall classroom activities and model features. The resulting data permit estimates of, for example, the time spent in an area or percent of time that a given child is speaking English or Spanish. Although the data are reduced for the purpose of establishing an index of the degree of implementation, the raw data remain available and retrievable. A strength of the strategy is, therefore, that it does not preclude the future examination of the raw data by either the evaluators or the policy planners in light of different questions as to how a program functioned.

D. Phone Call Updates. The parents of the subsample of experimental children and those of a like subset of control group children are to be called approximately every three months after the one initial pretest interview. These phone call updates are based on the parent interview in that the format enables the caller to ask if there has been any change in the situations described in the original interview. The calls provide information on the out-of-school experiences of the children in a number of areas such as language use, exposure to other education and preschool experience, and peer interactions. Owing to delays in the receipt of Office of Management and Budget clearance for the parent interview initial data collection is being completed in December. Thus piloting of the phone call update must await completion of this endeavor, with the first actual update to occur in late January or early February.

Summary of Ethnographic Data Collection Activities

Tables 1A, 1B, and 1C summarize the study variables related to the ethnographic component of the evaluation. It must be remembered that these measures are being used in conjunction with a battery of psychometric measures and attitudinal interviews but nevertheless provide a methodologically independent assessment of behaviors that will complement the data resulting from other instruments.

All variables listed in Parts A and B have been labeled dependent in that they may vary with the treatment. Further, variables related

Table 1A

Assessment of Child Impact[1]

DEPENDENT VARIABLE	INSTRUMENTS & DATA SOURCE	RESPONDENT(S)	SAMPLE SIZE	FREQUENCY	UNIT OF ANALYSIS
I. Spanish/English Preference	1. Tests	Head Start and Control	Approx. 45 Head Start 45 Control	Pre and Post	Child
	2. Observer ratings	Head Start	Approx. 45 Head Start	Pre and Post	Child
II. Spanish/English Language Production	1. Tests	Head Start and Control	Approx. 45 Head Start 45 Control	Pre and Post	Child, class, site
	2. Focused observations	Head Start	Head Start Subsample 15	Quarterly	Child
	3. Ethnographic notes	Head Start	Head Start Subsample 15	Weekly	Child
III. Spanish/English Language Comprehension	1. Tests	Head Start and Control	Approx. 45 Head Start 45 Control	Pre and Post	Child, class, site
	2. Focused observations	Head Start	Head Start Subsample 15	Quarterly	Child
	3. Ethnographic notes	Head Start	Head Start Subsample 15	Weekly	Child
IV. Concept Development	1. Tests	Head Start and Control	Approx. 45 Head Start 45 Control	Pre and Post	Child, class, site
	2. Focused observations	Head Start	Head Start Subsample 15	Quarterly	Child
	3. Ethnographic notes	Head Start	Head Start Subsample 15	Weekly	Child
V. Socioemotional Dev.	1. Tester ratings	Head Start and Control	Approx. 45 Head Start 45 Control	Quarterly	Child
	2. Ethnographic notes	Head Start	Head Start Subsample 15	Quarterly	Child
	3. Teacher ratings	Head Start	Approx. 45 Head Start	Quarterly	Child
	4. Phone call updates	Control	Subsample 15	Quarterly	Site

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[1] This table represents the evaluation activities at the P.R.- intensive replication sites. The quarterly ratings and reports consist of two weeks of daily classroom observations.

Table 13

Assessment of Parent Impact

DEPENDENT VARIABLE	INSTRUMENTS & DATA SOURCE	RESPONDENT(S)	SAMPLE SIZE	FREQUENCY	UNIT OF ANALYSIS
I. Background Characteristics	1. Parent questionnaire	Parents of Head Start and Control children	Approx. 45 Head Start 45 Control	Pre and Post (some items)	Site, child
II. Parental Attitudes Toward Education	1. Parent questionnaire	Parents of Head Start and Control children	Approx. 45 Head Start 45 Control	Pre and Post	Family[2]
	2. Phone call updates		Subsample 15 Control 15 Head Start	2 times	Family
	3. Implementation forms		Selected	3 times	Family
	4. Ethnographic notes		Selected	weekly	Family
III. Involvement with Head Start Program	1. Ethnographic notes	Parents of Head Start children	Selected	weekly	child, classroom
	2. Phone call updates		Subsample 15 Control 15 Head Start	2 times	child, classroom
IV. Activities in the Home	1. Parent questionnaire	Parents of Head Start and Control children	Approx. 45 Head Start 45 Control	Pre and Post	Family
	2. Phone call updates		Subsample 15 Control 15 Head Start	2 times	Family

[2] Family level: Data Sources for these variables include parents and other members of a child's family.

Table 1C

Assessment of Implementation

INDEPENDENT VARIABLE	INSTRUMENTS & DATA SOURCE	RESPONDENT(S)	SAMPLE SIZE	FREQUENCY	UNIT OF ANALYSIS
I. Setting and Materials	1. Implementation forms	N/A	2 or 3 Head Start classrooms	3 times	child, classroom, site
	2. Ethnographic notes	Head Start children and personnel	45 Head Start children, teachers, and aides	weekly	individual, classroom, site
	3. Focused observations	Head Start children	15 Head Start subsample	3 times	child
II. Individuals	1. Implementation forms	Head Start children and personnel	45 Head Start children, teachers, and aides	3 times	individual, classroom, site
	2. Ethnographic notes	Head Start children and personnel	45 Head Start children, teachers, and aides	weekly	individual, classroom, site
	3. Focused observations	Head Start children	15 Head Start subsample	3 times	child
III. Schedule and Organization	1. Implementation forms	Head Start children and personnel	45 H.S. children, aides teachers, administrators	3 times	individual, classroom, site
	2. Ethnographic notes	Head Start children and personnel	45 H.S. children, aides teachers, administrators	weekly	individual, classroom, site
	3. Focused observations	Head Start children	15 Head Start subsample	3 times	child
IV. Attitudes	1. Implementation forms	Head Start personnel	Approx. 3 teachers and 3 aides per site	3 times	individual, classroom, site
	2. Ethnographic notes	Head Start personnel	Approx. 3 teachers and 3 aides per site	weekly	individual, classroom, site
	3. Teacher questionnaire	Teachers and aides	Approx. 3 teachers and 3 aides per site	Pre & Post	site, model
V. Activities	1. Implementation forms	Head Start children and personnel	45 H.S. children, aides and teachers	3 times	classroom, site, model
	2. Ethnographic notes	Head Start children and personnel	45 H.S. children, aides and teachers	weekly	classroom, site, model
	3. Focused observations	Head Start children	15 Head Start subsample	3 times	child

to physical characteristics (e.g., age, sex, etc.) may be classified as static, whereas all of those related to attitudes and behaviors can be considered dynamic. These terms are used to denote how the measures fit within the analytic framework of the evaluation. Static variables are assumed to exhibit constant effects whereas dynamic variables are seen as subject to change over the course of the evaluation. Aspects of implementation (Table 1C) are independent variables in that they constitute a portion of the treatment. When used to assess degree of implementation they may be treated as moderating the effects of the treatment.

Data Analysis

The principal product of the long term qualitative research will be an ethnographic report. Such a report provides an in-depth description and analysis of a particular setting. By delving into the intricate workings of the treatment as implemented and by examining a particular Head Start curriculum as part of a larger self-maintaining system, the ethnographic reports will provide insights about the nature of the treatment not possible from the quantitative data alone.

The use of ethnographic data can help explain unaccounted variation in test results. In any research study it is not unusual to obtain findings which do not conform to what was expected. Given the reduced nature of those data, generating rival explanations about findings becomes very difficult or unfeasible. The qualitative or ethnographic data provide a context of meanings from which the test results can be understood, thus limiting the alternative hypotheses and assisting in the explanation of results. In this study, for example, ethnographic data suggested an analysis of test results at the classroom level, as implementation appears to differ across classrooms within a site. Or, stated another way, the ethnographic data can provide the framework for understanding the larger context in which the treatment occurs and thereby clarify the direction of the effects of the dynamic variables, outlined in Table 1, on the test results. In this way, the ethnographic component expands and enriches the quantitative data base to allow a more complete interpretation of results.

Similarly, the qualitative analysis benefits from the quantitative one in that, with the feedback system discussed previously, test and interview results can stimulate further probing and examination of the qualitative data collected. For example, test results indicating that a child or group of children show no change in second language acquisition would lead to a reexamination of the ethnographic field notes to retrieve information regarding the second language experiences of the class in general or a target child specifically. How often were second language lessons implemented in that class? Was the child often absent? Does the child exhibit the second language skills in question with the help of the adults while unable to do so independent of help? Questions like these would guide reinspection of the available qualitative data.

Further, part of the qualitative data are amenable to quantitative reduction and analysis. The detailed data obtained by the systematic observations of the subsample over a number of contexts can be coded and analyzed in ways similar to those used with the test data. In this manner the qualitative component may provide a data base that can be contrasted to the results obtained from the testing of the children. In addition, the richness of the language data provided by the focused observations of a subset of children permits the use of second language acquisition analysis such as error analysis and T-unit analysis which may not be possible with the test data alone.

The use of this interactional analytic process in which information derived by quantitative methods is compared and contrasted to results gathered through qualitative means will enable a more specific and accurate interpretation of the consequences of the complex interactions between the children, the teacher, and the task environments which are intended to promote the curricular goals of the models being evaluated.

III. Data Quality Control

Juárez and Associates has initiated a series of activities to systematically monitor observational data gathering and to ensure the accuracy and consistency of the information collected. These activities include the following: the experience and training of the fieldworkers; an experienced bilingual educational anthropologist to supervise and coordinate the field operations and conduct parallel observations; the establishment of procedures for constant monitoring of field reports, including weekly feedback to the fieldworkers and reorientation and retraining meetings; the establishment of a central processing center to facilitate consistency of data reduction, synthesis, and interpretation; the development of standardized formats for accurate data recording; and the development of a field manual to provide common definitions, delineate role relationships, and specify ethical and confidentiality considerations.

A. Field Personnel. The selection and recruitment of the field personnel and supervisor of field workers as well as their initial training have been discussed elsewhere (see Juárez and Associates, September 1979). It suffices here to reiterate that all are fluent bilinguals with relevant field experience who underwent rigorous training prior to commencing their duties.

B. Monitoring of Field Notes and Feedback to Researchers. In September, as field notes from the participant researchers began to arrive at the Juárez and Associates office, the field supervisor and qualitative data manager used them to develop an appropriate index and cross referencing system. Special forms were prepared to deal with the differing types of data. These forms were color coded and included in the field manual (see Appendix A) to provide both PRs and IRs with a consistent format to use in the recording and submission of field notes.

In addition, a checklist was developed for determining the completeness of the field notes received from each site. This form, which is used independently by the data manager and the field supervisor, lists the identification numbers of all children, teachers, and aides at a given site as well as each of the data filing categories and subcategories (see Appendix B for an example). Both the field supervisor and the data manager record each observation of an entire attitudinal, behavioral, or categorical event as well as take note of aspects related to the quality of the notes, such as errors in indexing, level of inference, legibility, and amount of information being sent. These results are then compared and discrepancies or disagreements are discussed. Table 2 presents the percent of agreement between the two raters on their assessment of field notes from the four PR sites for the last two weeks in November. It can be seen that agreement is generally high, with disagreement usually resulting from the fieldworker's use of both the proper name and the nickname of an individual, from conceptual difficulties with

Table 2

Field Supervisor/Data Manager Agreement on Note Consistency

	Rio Grande	Corpus Christi	East Los Angeles	South Bronx
Week 1	.78	.85	.84	.95
Week 2	.89	.74	.85	.79

the rating category "other," from differing criteria for evaluating language samples (e.g., conversations versus single utterances), or simply from oversight. Although the data have been presented as independent ratings for the purpose of illustration, these ratings are in actuality followed by a discussion of differences. Such discussions lead to the establishing of common definitions for any new categories entered in the notes. Thus, the note evaluation procedure not only provides a ready index of field note consistency and quality but ensures complete feedback and proper filing of information through the cross-check provided by independent ratings.

Based on the data furnished by the checklist and from phone or personal contact with the fieldworkers, the field supervisor provides at least weekly feedback to each person in the field. In addition to information related to the accuracy and breadth of the notes, the supervisor discusses changes in a participant researcher's or implementation researcher's role, scheduling of the various data collection efforts, events or situations at other sites, and new note categories.

C. Central Processing. Just as consistency and accuracy are necessary in the collection of data in the field, similar considerations are essential in their eventual processing. This processing includes editing, categorizing, information reduction, and storage.

To minimize any possible inconsistencies in this effort, a special data flow procedure has been developed. Whereas there are eight fieldworkers, only one position, that of data manager, has been created to process the information. To ensure accuracy and thoroughness in carrying out these tasks, the data manager is also under the supervision of the coordinator of fieldworkers. By working together as exemplified by the monitoring procedures discussed earlier, these two individuals through their expertise combine a broad perspective on field activities with a concern for manageable data processing. This "wheel-hub" effect serves to eliminate any unwanted variation in in-house interpretation. Consistency in the feedback process mentioned above is also assured, since it emanates from the one focal position. Cross-model reliability of observational notes can also be monitored more accurately under this method.

D. Parallel Observations. Prior to the initiation of implementation research, each fieldworker was visited on site by the supervisor of fieldworkers, who discussed observational strategies and definitional questions with each PR and IR, thereby standardizing observational methods across all sites. The supervisor then conducted two days of parallel observations (consisting of a total of six observations) with each PR and one day of observations (totaling three observations) with each IR. After this, particular problems related to role management, categorizing and indexing of field notes, apparent observer drift,* and further observational possibilities were discussed with the researchers.

An important part of the parallel observations focused on the use of the implementation forms. During each day of observation the forms were completed simultaneously by the supervisor and the fieldworker, who both used the field manual as a guide. Table 3 presents the results of these observations for each model. As can be seen from the table, relatively high interrater agreement was obtained for all of the observational parts of the instrument across all sites. The generally lower ratings for the third part of the instrument appear to be the result of imprecise wording of certain questions or, especially in the case of the ALERTA form, the use of scales that demanded too fine a set of distinctions (i.e., a ten point rating scale). The slight general differences in the percentage of agreement between parts A and B occur because of the differences in the nature of the observational task. Whereas part A requires noting generally static ecological relationships, part B demands a recording of dynamic rapidly changing interactions. Thus, unless observations are made at exactly the same instance in part B, it is possible that the arrangement of individuals or materials may change. Changes in general, were minimal, however on those items where disagreement was consistent certain questions were dropped or reformulated. In addition, parts A and B were combined to simplify use, some scales were reduced, and the operational definitions in the manual which related to the use of some items were made more specific. The final versions of the forms for each model are presented in Appendix C.

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*Observer drift as defined by Hollenbeck (1978: 84) is the systematic change in the observer's coding and classification of various behaviors over time.

The lower agreement across all parts of the instrument for the ALERTA model is a function of the fact that three raters participated in each of the three days of observations related to that model. The project director, who had participated in the design and piloting of the instrument, engaged in parallel observations with the field supervisor and the PR and IR at the New York sites. Thus, although the interrater agreement is slightly lower than at other sites, the generally high level for multiple observations over time attests to the consistency of the instrument.

TABLE 3

TOTAL INTERRATER AGREEMENT BY MODEL

	Alerta	Nuevas Fronteras	AMANECER	Marco Abierto
Part A	.89	.95	.95	.92
Part B	.84	.92	.88	.91
Part C	.69	.82	.87	.93
Total	.81	.90	.90	.92

As can be seen from Table 4, the agreement between the field supervisor and the PR was generally higher across all parts of the forms than that of the supervisor with the IR. This may be attributed to the PR's greater familiarity with his/her site which allowed for more precise definitions prior to the observations. Interrater agreement with both groups was high, however, with total agreement ranging from a low of 80% to a high of 95%. In addition, in one site it was possible for an IR and a PR to conduct a parallel observation session for their model. The total interrater agreement of 87% between the two fieldworkers adds further support to the effectiveness of the training and the consistency of observations across sites and observers.

TABLE 4

Comparison of PR and IR Agreement with Field Supervisor

MODEL	ALERTA		NUEVAS FRONTERAS		AMANECER		MARCO ABIERTO	
	PR	IR	PR	IR	PR	IR	PR	IR
Part A	.90	.88	.98	.94	.98	.98	.93	.93
Part B	.90	.81	.98	.81	.93	.78	.95	.90
Part C	.68	.70	.81	.79	.93	.88	.91	.95

E. Field Manual. A field manual (see Appendix A) has been developed as an additional control on the consistency of the data. This manual supplements and complements the initial training and periodic debriefing being received by the fieldworkers. Not only does the document provide reference copies of the formats to be used for data recording, but it also includes sections on role management, ethics and policies, and appropriate ways to enter the community, and provides instructions on interview techniques, spot checks, note taking, making observations, and so on. Although the field situations vary from model to model and site to site, the manual contains descriptions of a number of strategies and techniques to guide in the investigation of events as they unfold in the field. In addition it standardizes a set of procedures, policy issues, and baseline definitions related to the data gathering activities.

F. Mid-Year and Final Reviews. In addition to the individual procedures carried out by the supervisor to ensure data accuracy, fieldworker reorientation and further training are being conducted twice during the period of fieldwork. The first of these sessions occurred in mid-December and was carried out by the project directors, the field supervisor, and the qualitative data manager with the assistance of expert consultants. As with the first training session held in August, the review was simulation-based in that the majority of the session was devoted to providing the fieldworkers with analysis skills related to the write-up of ethnographic data. The meetings were conducted in a seminar format, thereby providing the fieldworkers with an opportunity to share ideas and information as well as to call on the expertise of other Juárez and Associates staff members or consultants to address particular questions or problems. As can be seen from Table 5, the training and debriefing were organized around the three major areas in which the data collected by the fieldworkers would be used: assessment of implementation, verification and explanation of the test data, and preparation of the pamphlets. Ample time was also provided for the writing of a summary of each fieldworker's overall assessment of his/her site through the first three months of data collection.

TABLE 5

TRAINING SCHEDULE

WEEK 1: December 4 - December 7. Both Participant Researchers and Implementation Researchers are in classes all week.

AM	PM
TUESDAY- Travel	Preparation of site descriptions
WEDNESDAY- Presentations by fieldworkers on their sites	Orientation to the data files and practice data retrival
THURSDAY- Ethnographic write-ups	Preparation of preliminary report outline
FRIDAY- Bilingual Education - perspectives and issues related to the fieldwork	Contribution of the fieldwork data to the preparation of the pamphlets

WEEK 2: December 10 - December 14. Both PRs and IRs are present all week.

AM	PM
MONDAY- Implementation forms	Implementation forms and redefinition of IR role
TUESDAY- Preparation of preliminary report	Preparation of preliminary report
WEDNESDAY- Introduction to new note categories	Indexing of subsample observations
THURSDAY- Preparation of preliminary report	Preparation of preliminary report (PRs) Note categories for IRs
FRIDAY- Presentation of preliminary findings	Orientation for field travel and observations at sister sites

This fieldworker's assessment served to provide a synthesis and summary of the notes which have been collected. At the end of the school year in 1980 when the researchers again assemble at Juárez and Associates' Los Angeles office, reviews and summaries will be done as part of the final reports required of the participant researchers. This will provide Juárez and Associates with a clear set of summarized qualitative notes assessing the key areas of implementation, classroom impact, and learning, and outlining the control group tracking which will have been undertaken at specific points during the year. A further revision and collapsing of the domain and index categories will be undertaken at that time.

IV. Summary

The principal aim of this document has been to provide information to the Administration for Children, Youth, and Families on the consistency of ethnographic procedures and observational instruments. Concretely, this report summarized the methods and strategies used in ethnographic data collection, elaborated on the various phases of data quality control, and presented the results of interrater reliability on instruments utilized for the purpose of ensuring the consistency of the ethnographic data gathering techniques.

Interrater agreements obtained both on the field instruments and on those used to evaluate the quality and breadth of the notes sent to the Juárez and Associates office attested to the appropriateness of the data collection procedures. The reworking of some items and the reformatting of some sections of the implementation assessment forms which occurred during the debriefing sessions further enhance the consistency of those instruments.

Additionally, it was shown that checks on consistency occur via continuous monitoring of observers under the overt assessment conditions which have been created. The flexibility of the ethnographic notes and indexing system, which is broad enough to encompass cross-model objectives and specific enough to pick up the characteristics of individual models, ensures systematic adaptations to allow for changes in the nature of the information flow over time.

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Appendix A

Evaluation of the Head Start Bilingual/Bicultural
Curriculum Development Project

Preliminary Field Manual

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I. Introduction

The following pages comprise a preliminary field manual to aid participant researchers and implementation researchers in their initial data gathering efforts. The calibration of this document and the standardization of a set of procedures, policy issues, and baseline data related to specific contexts are one of the goals of your early fieldwork. Although field situations will vary from model to model and site to site, this manual will provide strategies and techniques to guide the investigation of events as they occur in the field. The manual should be frequently consulted by all fieldworkers and the coordinator of fieldworkers during periods of data collection.

This manual is organized into several sections: First, a brief review of the evaluation objectives is presented, followed by a summary of the methodological approach (in particular the contribution of the ethnographic component toward achieving these objectives). The document continues with a discussion of entry into a school community and techniques for management of the fieldworker role. After this, each data collection instrument or procedure is discussed separately, some general techniques for collecting ancillary data are suggested, and particular procedures for the primary data collection tasks are provided. The manual concludes with a statement of company policy, and with procedures for dealing with academic and ethical questions which may arise during fieldwork.

II. The Bilingual/Bicultural Head Start Evaluation

In 1975 the Administration for Children, Youth and Families (ACYF; formerly the Office of Child Development) began a program to address the needs of Spanish Speaking Head Start children. This program, called the Spanish Speaking Strategy, reflects the Head Start philosophy that children develop best when they receive individual services. A major part of the Spanish Speaking Strategy is the development of four bilingual/bicultural Head Start curricula. The present Juárez and Associates evaluation will investigate the possibility of implementing these curricula in various settings; the effect that each curriculum has on children, parents, and teachers; and the attitudes of teachers and parents toward the curriculum objectives. In addition, pamphlets will be developed that will describe each curriculum. These pamphlets will be made available to persons interested in developing their own preschool programs.

The evaluation is composed of four phases. The first phase includes the development of the evaluation design, the selection of replication sites by the curriculum model developers, and the preparation and/or selection of a test battery for children. The second phase focuses on pilot testing the test battery and the procedures for training field examiners. The third phase revolves around the collection of pre- and post-test information and the degree of implementation of each curriculum. Lastly, phase four concentrates on the development of a non-technical report describing the evaluation results and a set of pamphlets for Head Start staff and parents describing each curriculum model.

III. Summary of Design and Methodology

The evaluation contract specifies the use of an experimental pre- and post-test design. Ninety children at each of the replication sites were to be assigned randomly to treatment and control (no treatment) groups. At the beginning of the Head Start treatment in September 1979 and at its conclusion (late May 1980) the children are to be tested on selected competency measures. Similarly, parents are to be administered questionnaires which assess background characteristics, attitudes, and knowledge with regard to education in general and bilingual education in particular, and attitudes toward educational and vocational careers for their children at both the beginning and the completion of the Head Start year. Head Start teachers will also complete a questionnaire designed to assess their backgrounds, their understanding of the terms "bilingual" and "bicultural" in the context of an early childhood program, their attitudes toward children, their sensitivity to children's special characteristics, etc., at the time of the pre- and post-test.

At four sites (South Bronx, New York; Corpus Christi, Texas; Rio Grande City, Texas; and East Los Angeles, California) full time participant researchers (PRs) will be present in the classroom for the entire year. These individuals will gather data by means of ethnographic notes, time and event samples, implementation forms and phone call updates. Of principal concern will be the day-to-day implementation of particular curriculum models and behaviors in naturally occuring classroom contexts. In addition to such general observations, the participant researchers will collect specific information as to the implementation of the models and the classroom behaviors of a subsample of approximately 15 children per site at preselected periods throughout the school year. Similarly, four implementation researchers will each collect information on the implementation of the models and engage in general classroom observations at specified times during the year at the other site where a particular model is being used (Laredo, Texas; Corona, California; Milwaukee, Wisconsin; Lower East Side, New York). The data collected by all fieldworkers will be sent weekly while in the field to the Juárez and Associates offices in Los Angeles, where it will be monitored by the supervisor/coordinator of participant researchers and coded and indexed by the data manager.

Your goal as a PR or an IR is to provide contextually valid data to complement the quantitative data. The context-specific, long-term, quantitative/qualitative mix of data you will collect emphasizes validity and multiple measures. Acceptable reliability is attainable in these measures, but constant vigilance and planning are required.

A primary contribution of the ethnographic component will be in the assessment of the nature and extent of the program implementation over time. Checklists, frequency counts, rating scales, and informal interviews will provide data on actual behavior in classrooms: what teachers do, classroom arrangements, allocation of people, materials available, and so on, which can be used to assess the congruence between proposed programs and the models as actually implemented. In addition, both the implementation forms and the ethnographic notes taken in classrooms will be used to identify constraints and obstacles to the implementation of any given model at a particular site.

Observations of classroom activities and situations, such as specific lessons and language use in various situations, will be taken into consideration in the interpretation of test data. These observations will also include information on the experimental arrangement, including information on the control group experience and how well randomization worked. All of the information from the above data collection activities may be used in analyzing test results.

Focusing on model-relevant child behavior, observational data will be systematically collected during the evaluation year. This procedure will provide a complementary, alternative way to examine a program's impact on parents, teachers, and children. It will enable the observation ofprogram effects both on domains specified by the model developers as well as on those not anticipated by model developers. It will also provide a methodologically independent cross-validation of the quantitative test results.

There are several reasons why Juárez and Associates advocates a fieldworker role. It is our position that too many evaluations utilize only outsiders who come into the classroom to administer tests or questionnaires or to interview, and then leave the classroom. A common complaint is that this type of evaluator does not ask questions relevant to the programs or the sites and fails to obtain a fair sample of typical life within the school. Such an evaluator cannot really learn in the short time available what is going on and cannot know nearly as much about the system as the insiders who run the school.

A PR or an IR is both an insider and an outsider; his/her role helps to overcome the structural problem of differentiating between the roles of "outsider" evaluator and "insider" staff member. His/her participation can provide revealing contextual and relevant data at each site. Thus, the PRs and IRs have an important and difficult role. For selected periods of time they are simultaneously involved in the day-to-day activities of each Head Start center while they gather inside data (on teacher activities in the classroom, how parents and children react on day-to-day basis, etc.). PRs are also responsible for interviewing teachers and for contacting a sample of homes to gather ongoing information on educationally relevant activities out of the classroom.

On-site placement and initial data collection took place during the month of September. At that time, participant researchers concentrated on collecting data on the environmental and social contexts of the Head Start sites rather than on classroom observation so as not to interfere with the testing of the children which took place concurrently.

Participant researchers and implementation researchers collect curriculum implementation data at three different points in time during the school year. The first period was during the month of October; the second is planned for January; and February; and the last is scheduled during the months of April and May. The rationale behind this strategy of data collecting is grounded on the fact that implementation is conceived as a dynamic and ongoing process that will change over time.

The classroom observation of a subsample of experimental children and the spot checks to be conducted by participant researchers are designed to complement each other. The subsample observations take place for at least a two-week period at three different points in time. Once specific behaviors and contexts are identified, spot checks are to be conducted at intervals to monitor patterns of behavior and curriculum implementation. The spot checks are intended to ensure accuracy of data collection and are a relatively unobtrusive way of following progress in the classroom with a minimal amount of reactivity.

There will be two phone call updates made to parents of subsample treatment and control children. The first is scheduled to take place in January, following the administration of the parent questionnaire from October through December. The second phone call update is scheduled for March. These two parent interview follow-ups are to be done at three-month intervals in order to ascertain, for example, whether control children are enrolled in other programs that can possibly affect their educational development.

With the exception of the month of December, the field notes are an ongoing process for the entire school year (September to June).

Field notes provide general background data for the sampling and implementation instruments, as well as specific information not provided by sampling instruments.

Similarly, the phone call checks by the supervisor are an ongoing process that is to take place throughout the entire school year. With the exception of the two three-week periods when the supervisor is making field visits to different sites, weekly phone calls will be made from the field supervisor's office to monitor the observational progress of fieldworkers.

The field supervisor's visits to Head Start sites are designed as a further check of accuracy. Parallel observations conducted by the field supervisor and the participant researchers at two different points in time are meant as a control on data accuracy.

Two weeks in early December were scheduled for debriefing and retraining of fieldworkers. The second training session afforded the opportunity to share experiences gained subsequent to the first training period as well as to discuss, refine, and develop further observation instruments. As is expected, fieldworkers contributed valuable inputs during this second training period.

Finally, the months of June and July will be spent in debriefing and writing up a final report on the year's work. At this time, the fieldworkers will also be expected to contribute to the writing of manuals.

IV. Role Management: Entry into the School

It is important to remember that teachers, parents, and possibly children themselves will have questions and certain preconceptions about the researcher's role. You will be "on the spot" since you are a newcomer to a site, and presentation of yourself and your role is critical particularly during the first few days at the school.

Since much of the success of the research depends on the quality of information provided by school personnel, it is important to involve them in the study by emphasizing their role in telling you what they consider important about the curriculum and the school. This will help alleviate potential qualms they may experience while it will also enhance the collection of more subtle (less easily observable) information and feelings that may be critical to the functioning of the Head Start program. Questions should be aimed at perceived strengths of the program as well as its problems.

It is very important to establish rapport at the school. Research will suffer if investigators are insensitive, rude, inconsiderate, or unhelpful. This is especially important during the first few days or weeks when school begins. Teachers are especially busy and preoccupied at the onset of the new school year. It is best to "lay low" at the beginning, to ask general questions and to try to make positive comments, whenever possible, about the school. Use the opportunity to monitor your impressions of the site and the people you meet. Do not get involved in extensive note taking in the beginning. Mental notes and mnemonic devices (e.g., jotting down key workds) can be used to retain an observation or event in one's mind, with more extensive write-up completed during a break (by physically moving out of the classroom or to an inactive corner) or at the end of the day.

It is important to become part of the scenery by "hanging around" and interacting with the teachers, aides, and parents during their free time. Do not impose on them when they are working with the children. If you talk to them while they are preparing materials, offer to give them a hand.

Make it clear that you are not there to evaluate the performance of the teachers or to report their behavior to the administrators. Point out that you are observing the children and their responses to the curriculum model.

It is a good idea to have a clear picture ahead of time of how you are going to explain your role as a field researcher and the role of Juárez and Associates as evaluator for the Head Start programs. In describing your background, de-emphasize your academic achievements (unless asked). Focus on your previous experience with schools and/or your interest in early childhood education. Emphasize that you have been trained in observing children in classrooms and that recording their behavior is your principal concern.

Try to blend in as much as possible. Wear clothes that are similar in style to those of the teachers (for example, women should not wear high heels or clothes that might be too dressy for a preschool classroom). Try not to carry too many belongings with you (e.g., a large purse or briefcase) that would set you apart from others. Also make an effort to use Spanish whenever it is appropriate.

Keep a diary to record your personal feelings and impressions. Pay special attention to developmental changes in the fieldworker role, particularly rapport: interpersonal relations between staff, model developers, and Juárez and Associates staff.

V. Implementation Forms

The implementation instrument provides a multimethod data collection strategy that measures each of the implementation categories. Although an individual method may be focused on a specific category of implementation (e.g., Part D - attitudes), each form globally measures aspects of the five common cross-model categories.

For three ten-day periods over the course of the school year, both PRs and IRs will collect implementation data in the same way. During that period at least two copies of parts, A, B, and C as well as two sets of those questions of part D appropriate for daily use should be completed for each classroom. Observations of individual classrooms should be made at intervals rather than consecutively (for example, in a school with three implementation classrooms, room 1 might be observed on Monday and rooms 2 and 3 should be observed on Tuesday and Wednesday respectively before the fieldworker returns to classroom 1 on Thursday for a second collection of implementation data). In addition to the two sets of implementation forms for each classroom, all researchers will turn in one set of informal interviews with administrators, staff, teachers, aides, parents, and perhaps students. These interviews will explore individual perceptions of and attitudes toward the implementation of the particular model at their site.

Use of Forms

Part A: The checklist, or Part A of the instrument, begins with a listing of the planned and actual classroom schedule for the day. The goal of this part of the observation is to record the activities planned for the day and the materials that are available, as well as any incidents which lead to a change in the day's plan. Upon arrival at a site, you should find the posted schedule of events and talk briefly with teachers or staff concerning the plan for the morning. Once the actual schedule for the class session is known and recorded, you should note any changes which take place in the second column of the schedule and organization section, which is labled "Occurred". The observations in the other sections of part A should be made three times during the school day. The purpose of these sections is to count, by means of a visual sweep of the room, elements of the model identified in the curriculum as key features. To do this, you should review the schedule or consult with the teacher and select three periods when clear, intensive teaching or other educational activities as defined by the model are taking place. The selection of the three periods should give the model its best chance of being observed in action, that is, when the teacher, aides, and parents are most likely to be doing the things which the model documents state should be going on if the model is being successfully implemented.

Part B: Part B is an overall assessment of the model using the classroom as the unit of analysis. Estimates are to be made of the ratio of different language use and of the amount of time spent in areas or based on the total time period during which you observe a class on a given day. Sampling strategy for making such judgments incorporates both the information gathered in completing the first part of the implementation instrument and a specific sampling and note-taking plan.

Part B of the implementation form should be filled out using your classroom notes. To do this, you should keep a running log of the actual time spans in which activities occur during the observation period (engaged time) as well as of the amount of time spent in transition between each activity. After recording the times, take notes on all naturally occurring events within the given time period. In order to ensure that sufficient data are collected, make a list of the children in the class, either by name or through a description of the clothes, before starting observations, then make sure a note is made on the behavior of each child for each activity (e.g., children who are engaged in one activity and children who are not).

Part C: The final section, Part C, lists a number of general topics which you will use as guides for structuring conversations with teachers, aides, parents, and administrators. These informal discussions should take place during the staff's free time and should be allowed to vary freely around the model-specific themes. As with the other sections of the instrument, you should add categories as necessary when in the field.

Note Taking Related to Implementation

The majority of your in-classroom notes taken during the implementation period will be descriptions of ongoing classroom activities and therefore should be included in the event file. Researchers should focus on areas that directly relate to the aims of the evaluation project. These areas are (a) children's language use and (b) socioemotional factors.

At the classroom level, attention should be directed to how language use differs depending on activity in progress, location, and/or personnel. Some recent work indicates that a separation of languages (e.g., "one language - one teacher") facilitates a child's ability to distinguish between different lexical and syntactical systems during the period of language acquisition. Your notes will shed light on this issue. Individual-level information on language use will be obtained using checklists at the end of the initial and final implementation periods. These are discussed on page 50.

Notes on exceptional socioemotional states are a second major area of concern. These will include fights, arguments, tantrums, crying, solitary behavior, and other observable means of expressing feelings or attempting to influence the behavior of others. Make note of the name of a child exhibiting such behaviors and also of the context in which the exceptional behaviors occurred.

Operational Definitions

For frequently used and potentially confusing terms, operational definitions are provided below. If you are uncertain about the meaning of other terms, refer to the curriculum model; if such terms are not specified there, create a definition and make note of behaviors you sampled to develop that definition. This information can then be used for future reference.

- ° Active: requiring great physical effort (e.g. playing with large blocks).
- ° Activities Inducing Pride in Culture: historical or educational experiences relating to specific cultures (holidays, saluting the flag, etc.).
- ° Adult-Directed: aide or parent or adult other than the teacher leading two or more individuals (AMANECER). Other models - any adult including the teacher.
- ° Aide: any paid adult who is not a "teacher" (assistant teachers, teaching assistants, etc.) but who fulfills a teaching function.
- ° Area in Use: area occupied by one or more children for its intended purpose.
- ° Both Languages Together: those children exhibiting bilingualism.
- ° Child-directed: child initiating or leading a learning experience either alone or with other individuals.

° Child Using Area Alone: child working or playing individually, (includes parallel play).

° Culturally Different: representative of different cultures or traditions (e.g., majority Anglo, Chicano, Puerto Rican, Mexican).

° Distinct Area: those parts of the room labeled or identified by the teacher for a particular activity (may extend the boundaries of predesignated area).

° First Language Activities: planned and scheduled activities aimed at first language development.

° First and Second Language Activity: activity conducted in one language but which contains some children who speak Spanish and some who speak English.

° Group: two or more interacting individuals (High Scope - three or more.

° Large Group: group labeled as "large" by the model or, when unspecified, more than five children.

° Parent: any non-paid volunteer (e.g., mother, aunt, older sibling).

° Preparation Time: periods during which teacher engages in planning or materials development.

° Quiet: not requiring great physical effort (e.g., reading).

° Representations of Children's Work: physical examples of items created by individual children during class time.

° Small Group: group labeled as "small" by the model or, when not specified, five children or less.

° Second Language Activities: planned and scheduled activities designed to promote second language development.

° Teacher-Directed: teacher initiating and leading learning experiences involving two or more other individuals.

- Total Time Each Area in Use: all periods when at least one child is present in a locale for the area's intended purpose.

VI. Topical Note Taking and Indexing

In addition to the field notes related to implementation, which are primarily descriptions of behaviors observed during classroom events, fieldworkers are to collect information on the general characteristics of the local community, on those of the Head Start center, and on the impact of the evaluation on the site. The PRs should gather data throughout the year on all of the first four categories on the Master Index List which follows and include such information in your weekly submissions to Juárez and Associates. Implementation researchers' primary responsibilities are the completion of the implementation checklists and note taking related to classroom events. IRs as well as PRs should use index numbers five through nine to code any such notes. When the initial four categories on the master index are addressed, numbers 1 and 2 should be dealt with in a general manner; the principal focus of observations outside the classroom should be on categories 3 and 4.

Note Taking Strategies

One of the first things to keep in mind is that you are writing your notes for other people to read. Therefore be sure to describe events as fully as possible so that a person who is not present can have a clear understanding of what you are discussing. For observations, this should include a full description of the setting (time, location, physical objects present), the observation itself, the people involved and (where appropriate) explanatory comments. A simple rule of thumb: when you are not sure whether to record something, record it.

Remember that in the beginning you are more observant of certain items which will later become "routine" and no longer notable to you. Keep track of your impressions and the things which strike you the most. Also monitor your own feelings and pay attention to other people's reactions to you. Not only will this help you personally to deal with highly emotive situations, but your notes will shed light on the general "tone" of the classroom environment and on the effects of significant actors in that environment.

Be sensitive to various qualitative aspects of behavior in the classroom: for example, the rhythm of activities, the noise level, the mood children are in, whether the teachers are having discipline problems, and how well children are working together.

Record as much conversation as you can, paying special attention to dialogs between people. Also note the tone of voice and body language used. Indicate if a conversation is verbatim (using quotation marks " ") or reconstructed (using brackets []). It is useful to periodically reread the curriculum model description to keep it fresh in your memory. Without asking directly (so as not to embarass or accuse the teachers), try to find out why some model-specific events are not happening. See if teachers plan on introducing such events later or if they have decided not to use them and why. Keep a list of such activities and look for them during the next series of implementation observations.

It may not be appropriate to take notes while observing an activity, especially during the first days at a site, or when being told sensitive information. Mental notes and mnemonics (e.g., writing "key" words) will keep the information in your memory, allowing reconstruction and expansion when circumstances permit. It is advisable to write up these notes in full as soon as possible in order to retain the maximum amount of detail.

Observing and recording are both selective activities. As a selective activity, recording is arbitrary and incomplete. To do a good job of recording, you must be aware of what your particular biases are. Make a note of what you concentrate on, what you tend to skip, edit, or get bored by and therefore neglect.

In observing and recording behavior, one must pay special attention to the context in which behavior takes place. This is necessary in order to give meaning to the data that are collected (for example, how many people are present during an activity, whether an adult is involved, what language is spoken, whether it is part of a formal or informal learning experience). Also pay special attention to voice tone and body communication (e.g., positioning, touching, etc.).

It is also important to distinguish between labeling and describing. Labeling involves value judgement about a person's intentions or behavior that may or may not be substantiated: for example, "Roberta was too lazy to do the job right." Description is an analytical process that represents things by breaking them down to their basic parts and communicating how they fit together. For example, in the case of Roberta, the word "lazy" is a presumed personality trait that indicates a basic flaw. In this case, the best policy is to give the facts. For example, describe exactly what Roberta did and then compare her actions to what others were observed to do in similar situations. Afterwards make note of your speculations and your personal feelings about the observed actions.

Indexing Field Notes

It is very important to write up and index your field notes daily as you go along. Field notes should be written or typed on the right two-thirds of the page, leaving the left one-third of the page for indexing and comments.

There are significant advantages to indexing your field notes as data are collected. In the process of sorting data into categories, you may be able to generate new interpretations and hypotheses about the research which can then guide you in new directions. When you index your data you know what material you have and where there are gaps. This makes it possible to go back and collect material in those areas that need further investigation.

Working with specific categories in mind stimulates data collection and helps guide the organization of the final research report.

Directions for Indexing Field Notes

The following pages contain examples of the format for note taking and indexing, as well as a Master List of Index Categories. As you can see, they are color coded. Each of the enclosed color coded sheets should be used for reference when you write up your notes throughout the year.

Topic File (White) - the white sheets represent the topic file. First and second pages have been provided for each of the major subcategories under each of the first four headings on the master topic list. As can be seen from the first white topic sample page (topic X), each time you take notes on a given topic, (in this case, description of the catchment area in which the school is found) you are to list your name, the date the note was taken, the date the note was written up, the time of the day that the note was originally taken, and the source or sources for the notes (e.g., attendance records, Teacher X, observation). This information is to be given each time an addition is made to a category or subcategory. For each category or subcategory, number your pages consecutively, beginning with page one, throughout the year. You should not take notes specifically on categories 5.0 through 9.0. These categories are to be used in coding classroom behaviors recorded in your Event or Individual File.

Event File (Green) - the green coded sheets represent the event file. The descriptions of ongoing classroom and other school action as well as any specific events outside of the classroom (i.e., PTA meetings, teacher training) should be recorded here. (These are the types of notes you have generally been keeping so far.) As with the Topic File, a third of the page has been left for additions and, with these notes especially, for indexing. When rewriting your notes, you should put the appropriate index number from the master list of topic categories or the title of a category which you yourself have generated in the margin next to each observation or set of observations. Supply your name, the date the material was collected, the date it was written up and formatted, and the approximate time span covered for each series of observations. Number the pages of this section consecutively beginning with page one.

Individual File (Pink) - the sheets coded in pink compose the individual file. We have reformatted this file to 8 - 1/2 x 11 inch sheets, rather than using the index cards originally planned, to facilitate xeroxing or typing carbon copies. This file should contain demographic information, such as that listed on page one of the "Individual File" example sheet, as well as any other demographic information seen as important to model implementation or children's socioemotional, language, or concept development (e.g., one parent family, only English spoken in the household). The second type of information in this file will be largely attitudinal data gathered from interviews, informal conversations, and the like. Behavioral data will be found mainly in the event sample and will be retrieved by the cross-referencing to be discussed below. All information on each individual is to be numbered consecutively beginning with page one and each new addition to the file should be dated.

Cross-Referenced Files (Blue) - the blue coded sheets represent three different cross-referencing files. Sheet A is the cross-reference file for topics. As you are rewriting your field notes and come across information about an event or an individual which relates to one of the categories or subcategories on the master list, this information should be cross-referenced. In the example on blue sheet A, information regarding José's ethnicity or perhaps José's attitudes toward different ethnic groups in the community would be found on page 7 of José's Individual File. Similarly, a description of a parade in a park on pages 3, 4, and 5 of the Event File notes is related to resource use. This file should be maintained through the year with the necessary additions being made each time field notes are rewritten. A copy of the file or a list of additions to each category should, however, be mailed to Juaréz and Associates together with your weekly submission of field notes.

Sheet B is the cross-reference file for each individual and should be kept with his/her individual file. At each rewriting, any information on a given person found in places other than the person's file should be referenced. If such information is located in a topic file, give the topic number and page number. If the information is in the event notes, or individual file, simply supply the page number.

Sheet C is a cross-reference for categories which you generate at the site. At each write-up, any information which appears important but does not fall comfortably into a category on the master list should be referenced here with a definition as to what you mean by the label you use. On the example sheet the fieldworker has created a category "lunch." The definition or the reason that this category is important has to do with second language instruction on the names of foods. A description of a lunch period in which this type of learning takes place is on page 5 of the event sample and reactions of two individuals to this learning experience are found on pages listed in their respective individual files. Accurate recording and definition of new categories will simplify our task of making sure that similar phenomena are being observed across all sites.

Daily Log (Yellow) - the yellow coded sheets are the format for a daily log. One sheet should be used for each day of observations. List each of the data collection activities in which you were involved during the day's work. Fill in the approximate time span, the type of activity, a short synopsis of the notes, and in what files and pages the information is to be found. On the example sheet it can be seen that the fieldworker was at the school in the afternoon, during which time he/she filled out the implementation checklist, then did observations on the playground where a fight was observed (a description of which can be found on pages 3, 4, and 5 of the event sample). Copies of the daily logs for a week should be numbered sequentially and sent to Juarēz and Associates together with copies of the field notes and cross-reference files.

MASTER LIST OF FIELD NOTES INDEX CATEGORIES

1.0 Head Start-Community: Catchment area = Geographical location from which Head Start Center can draw student population.

- 1.1 Description of Area = Types and conditions of edifices; geographical surroundings; maps.
- 1.2 Resources = Recreational facilities; entertainment; eating places; social and religious groups; nonformal education; marketing habits.
- 1.3 Population Characteristics:
  - 1.3.1 Ethnicity = Ethnic groups - relative size; language groups; emic identification; cross-group identification.
  - 1.3.2 Demographics = Sex; age; SES.
  - 1.3.3 Occupations = Full time; parttime; division of labor and sex; approximate wages; number of family members employed; welfare; average income.
  - 1.3.4 Language Use = Use of English, use of Spanish out of school by 4 year olds, with whom and in what contexts; other languages; code switching, when and with whom.
  - 1.3.5 Family Structure = Average number of children; single parents; extended family; residence; interaction with grandparents and older or younger groups.

2.0 Head Start-Community: Neighborhood = Ten blocks surrounding the Head Start School.

- 2.1 Description of Area = Types and conditions of edifices; geographical surroundings; maps.

2.2 Resources = Recreational facilities; entertainment; eating places; social and religious groups; nonformal education; marketing habits.

2.3 Population Characteristics:

2.3.1 Ethnicity = Ethnic groups - relative size; language groups; emic identification; cross-group identification.

2.3.2 Demographics = Sex; age; SES.

2.3.3 Occupations = Full time; parttime; division of labor and sex; approximate wages; number of family members employed; welfare; average income.

2.3.4 Language Use = Use of English, use of Spanish out of school by 4 years olds, with whom and in what contexts; other languages; code switching, when and with whom.

2.3.5 Family Structure = Average number of children; single parents; extended family; residence; interaction with grandparents and older or younger groups.

3.0 Head Start:

3.1 Physical Description = site location; number and types of classrooms; offices and other rooms or buildings; condition of structures; landscaping; maps.

3.2 Population = physical location in school; demographics; ethnicity; roles; language; social structure and groups.

3.3 Materials = educational/recreational within each classroom and available to Head Start children in the school.

3.4 Types and Number of Activities = School Administration activities; activities of school organization; model activities related to classroom implementation.

3.5 Recruitment = Actual procedures; problems in recruitment; final division of children; attitudes toward randomization; attitudes toward evaluation and PRs.

3.6 Policy = Hiring procedures; general recruitment procedures; replacement procedures; community relations.

3.7 Budget = General disbursement of funds.

3.8 History = Background of Head Start in general; relationship with community; relationship with Curriculum Developers; changes from 78-79 to 79-80 to deal with evaluation.

3.9 Decision-Making Structure = Involvement of Director; chain of command; influence of community action groups; teachers' voice in model development.

3.10 Scheduling = Daily operating hours; yearly schedules; holidays; meetings.

4.0 Model:

4.1 Implementation Factors = Conditions facilitating implementation.

4.1.1 Personnel = Curriculum developers; trainers; teachers; aides; parents; other staff; children.

4.1.2 Training: Duration; type; frequency; content.

4.1.3 Materials = Teaching aids; number; type; frequency of use.

4.2 Obstacles to Implementation = Natural disasters; lack of recruitment; attrition; lack of materials; lack of training; lack of money; negative attitudes on the part of decision-makers or implementers.

4.3 Evaluators = Perception of PRs/IRs, T[illegible] Supervisors and other J&A staff in general; ACYF by Curric[illegible] modelers, Head Start staff; parents; children.

5.0 Language Use:

- 5.1 Children's Use of Spanish (context)
- 5.2 Children's Use of English (context)
- 5.3 Children's Use of Code Switching (context)
- 5.4 Adults (in School) Use of Spanish (context)
- 5.5 Adults (in School) Use of English (context)
- 5.6 Adults (in School) Use of Code Switching (context)
- 5.7 Child's Language Production:
  - 5.7.1 Produces complete sentences in Spanish.
  - 5.7.2 Produces complete sentences in English.
  - 5.7.3 Pluralizes nouns in Spanish.
  - 5.7.4 Pluralizes nouns in English.
  - 5.7.5 Uses the negative form in Spanish statements.
  - 5.7.6 Uses the negative form in English statements.
  - 5.7.7 Uses the interrogative forms in Spanish.
  - 5.7.8 Uses the interrogative forms in English.
  - 5.7.9 Uses present tenses in Spanish.
  - 5.7.10 Uses present tenses in English.
  - 5.7.11 Uses past tenses in Spanish.
  - 5.7.12 Uses past tenses in English.
  - 5.7.13 Uses future tenses in Spanish.
  - 5.7.14 Uses future tenses in English.
  - 5.7.15 Describes self (personal awareness & body parts) in Spanish.
  - 5.7.16 Describes self (personal awareness & body parts) in English.

5.7.17 Describes others in Spanish.

5.7.18 Describes others in English.

5.7.19 Describes own feelings in Spanish.

5.7.20 Describes own feelings in English.

5.7.21 Makes up and/or relates a story or event in Spanish.

5.7.22 Makes up and/or relates a story or event in English.

5.7.23 Gives verbal instruction in Spanish.

5.7.24 Gives verbal instruction in English.

5.8 Child's Language Comprehension/Recall:

5.8.1 Recalls outstanding events from a story in Spanish.

5.8.2 Recalls outstanding events from a story in English.

5.8.3 Recalls what she/he did in the classroom/home in Spanish.

5.8.4 Recalls what she/he did in the classroom/home in English.

5.8.5 Provides details in Spanish about the classroom/home.

5.8.6 Provides details in English about the classroom/home.

5.8.7 Identifies common sounds in Spanish from home and community.

5.8.8 Identifies common sounds in English from home and community.

5.8.9 Identifies familiar voices in Spanish.

5.8.10 Identifies familiar voices in English.

5.8.11 Identifies spoken phrases, sentences, story with pictures in Spanish.

5.8.12 Identifies spoken phrases, sentences, story with pictures in English.

5.8.13 Identifies rhyming words in Spanish.

5.8.14 Identifies rhyming words in English.

5.8.15 Distinguishes non-vocal sounds.

6.0 Concept Development:

6.1 Visual Discrimination:

- 6.1.1 Identifies attributes or properties of an object in Spanish (color, shape, etc.).
- 6.1.2 Identifies attributes or properties of an object in English (color, shape, etc.).
- 6.1.3 Identifies likeness and differences of objects in Spanish (size, texture, etc.).
- 6.1.4 Identifies likeness and differences of object in English (size, texture, etc.)
- 6.1.5 Identifies object in Spanish
- 6.1.6 Identifies object in English

6.2 Seriation/Sequencing:

- 6.2.1 Arranges objects, letters, or numbers in a sequence.
- 6.2.2 Describes the relationship of sequenced items in Spanish.
- 6.2.3 Describes the relationship of sequenced items in English.
- 6.2.4 Identifies correct sequence of numbers in Spanish.
- 6.2.5 Identifies correct sequence of numbers in English.

6.3 Matching/Classification/Grouping of Objects:

- 6.3.1 Sorts and matches objects (size, form, shape, substance, etc.).
- 6.3.2 Distinguishes relative quantity in Spanish (algûn, todo, más, menos, ningûn).
- 6.3.3 Distinguishes relative quantity in English (some, all, more, less, none)

6.4 Spatial and Time Relationships:

6.4.1 Demonstrates or describes correctly relative position of things in Spanish (detrás de, sobre, delante de).

6.4.2 Demonstrates or describes correctly relative position of things in English (in front of, over, in back of).

6.4.3 Uses clocks or calendars to mark the passage of time.

6.5 Symbolic Representation:

6.5.1 Utilizes or indicates the use of materials symbolically (dramatic play, blocks as cars, etc.).

6.5.2 Makes drawings and printing.

6.5.3 Imitates actions and sounds.

6.5.4 Identifies abstract symbols in Spanish (letters, numbers, words).

6.5.5 Identifies abstract symbols in English, (letters, numbers, words).

7.0 Child's Socioemotional Behavior:

7.1 Sustains interest in group activity.

7.2 Does not participate in group activity.

7.3 Works cooperatively with others.

7.4 Disrupts ongoing activities.

7.5 Follows directions.

7.6 Does not follow directions.

7.7 Shares and takes turn.

7.8 Does not share with others.

7.9 Demonstrates pride in accomplishments.

7.10 Communicates capabilities to master new situations.

7.11 Distracts other children from task.

7.12 Caries out activity independently.

7.13 Receives positive reinforcement to maintain interest on task.

7.14 Receives negative reinforcement to maintain interest on task.

8.0 Teacher Behavior:

8.1 Teacher organization (well prepared lessons, sticks to schedule, etc.).

8.2 Teacher use of reinforcement (positive, negative, etc.).

8.3 Teacher intensity in classroom activities (enthusiastic, uninterested, etc.).

8.4 Teacher presentation of instructional material (clear, ambiguous, etc.).

9.0 Parent Participation:

9.1 Interaction with teachers and staff.

9.2 Interaction with student.

9.2 Interaction with materials (food service, clean up, tracing, cutting, etc.).

10.0 Comparison Site:

10.1 Physical Description = site location; number and types of classrooms; offices and other rooms or buildings; condition of structures; landscaping; maps.

10.2 Population = physical location in school; demographics; ethnicity; roles; language; social structure and groups.

10.3 Materials = educational/recreational within each classroom and available to Head Start children in the school.

10.4 Types and Number of Activities = School Administration activities; activities of school organization; model activities related to classroom implementation.

10.5 Recruitment = Actual procedures; problems in recruitment; final division of children; attitudes toward randomization; attitudes toward evaluation and PRs.

10.6 Policy = Hiring procedures; general recruitment procedures; replacement procedures; community relations.

10.7 Budget = General disbursement of funds.

10.8 History = Background of Head Start in general; relationship with community; relationship with Curriculum Developers; changes from 78-79 to 79-80 to deal with evaluation.

10.9 Decision-Making Structure = Involvement of Director; chain of command; influence of community action groups; teachers' voice in model development.

10.10 Scheduling = Daily operating hours; yearly schedules; holidays; meetings.

TOPIC-FILE page______

Topic Number: X

Site:________________

Field Notes

Fieldworker:____________________________

Date Collected:__________ Date Written:__________

Time of Day:____________________________

Source(s):____

Site:________________

Field Notes

Fieldworker:____________________________

Date Collected:__________ Date Written:__________

Time of Day:____

Source(s):____

TOPIC-FILE page 1

Topic Number: 1.0

Site:

Field Notes

Fieldworker:

Date Collected: Date Written:

Time of Day:

Source(s):

TOPIC-FILE

page 1

Topic Number: 2.0

Site:

Field Notes

Fieldworker:

Date Collected: Date Written:

Time of Day:

Source(s):

TOPIC-FILE page 1

Topic Number: 3.0

Site:

Field Notes

Fieldworker:

Date Collected: Date Written:

Time of Day:

Source(s):

TOPIC-FILE

page 1

Topic Number: 4.0

Site:

Field Notes

Fieldworker:

Date Collected: Date Written:

Time of Day:

Source(s):

EVENT-FILE

page 1

Site: ______________________

Fieldworker: ______________

Field Notes

Date Collected: ______________ Date Written: ______________

Approximate Time Interval(s): ____________________________

Index Number or Emic Designation

INDIVIDUAL FILE

page /

Name: ______________________________

I. Demographic Items:

1. Age: __________

2. Ethnicity: ______________________

3. Sex: __________

4. First Language: __________________

5. Second Language: _________________

6. Role in school ("typical"schedule, types and number of activities):

7. Extra-curricular activities (educational, social, political) related to role in school:

II. Attitudinal:

(e.g. attitudes toward model, curriculum developeds, evaluators an PRs, others in school, self, functions & role in the school and/or in implementing the model, etc.)

A

CROSS-REFERENCE FILE

(TOPICS)

CATEGORIES	FILE (EVENT / INDIVIDUAL)	PAGE
1.3.1	Jose´ - Individual File	7
1.2	Event File	3, 4, 5

B

CROSS REFERENCED FILE
(Individual)

page /

Name:

Fieldworker:

Site:

MATERIALS TO BE FOUND IN FILE:

TOPIC FILE PAGE	EVENT FILE PAGE	INDIVIDUAL FILE PAGE

C

CROSS-REFERENCED FILE

page 1

(Fieldworker-generated categories)

Fieldworker:_______________

Site:______________________

Category Label	Definition	Event-Centered	Individual source

DAILY LOG page /

Fieldworker: ____________________

Site: ____________________________

Date: ______________________

Day of Week: ____________

ACTIVITIES AT SCHOOL:

Time:	Activity	Synopsis of notes	Location (file & pp)

Aditional Evaluation Activities (location, if any, of notes):
(e.g. contacts made, library research, PTA meetings etc.)

Time	Activity	Synopsis of notes	Location (file & pp)

LANGUAGE PREFERENCE FORM

Child's Name		Arrival	Engaged in an Activity	Tran-sition Time	Engaged in an Activity	Dismissal	Estimated Language Dominance
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						
	a) Language						
	b) Time						

VII. Observations of Individual Children

Language Preference

During the last two days of their ten-day observation periods, implementation researchers should obtain data on the language preference of each child in the experimental classroom. This is to be done using the following checklist. A list of all of the children in the classroom should be made on the left side of the page. Five sweeps should be made during the observation period and should take place during the activities indicated on the sheet. The researcher should sweep the room noting the language (Spanish or English) each child is speaking when observed and the time of the observation. If a child on the list is not speaking at the time observed, continue on to the next child. You should return to observe the non-speaking children until a sample of each child's language is taken for each activity listed. When observations are completed, you should make your estimate of each child's language dominance (it is possible, for example, that a Spanish dominant child speaks only English during Head Start activities).

Similarly, participant researchers should make such observations for each experimental classroom once during the first implementation data collection point and once during the final implementation assessment in May. Observations may, however, be made earlier in the ten-day implementation as PRs will have already learned the names of the experimental children prior to the collection of implementation data.

Subset Observations

As you know, the participant researchers were asked to supply a set of characteristics for the children at their site which, based on their observations of the children in the different learning environments provided by the model, seemed to be indicative of distinct experiences in the same contexts. Although the characteristics varied by site, all were chosen from a master list developed by the coordinator of fieldworkers in conjunction with the project directors. Sex, language preference, verbal ability, and ethnic group were common variables across all sites with cognitive style or family composition being deemed important at particular sites. The information gained from the PRs was used to stratify and randomly select the fifteen experimental children at each PR site. The across-site variables were also used to select a smaller subsample of six children at each IR site. Focused observations of these children will aid the implementation researchers in their understanding of the process of implementation at their sites.

For both PRs and IRs, the subset of children was selected by classroom. In addition to the children identified for each classroom at each site, two alternates per classroom were chosen to account for possible attrition or prolonged absences in the original subset.

The methodology developed for your focused observations of the subset of children combines the strategies of time and event sampling and builds on your previously developed observational skills. Three types of events have been selected: those involving systematic interaction with the teacher or other adults for language and concept development, those related to language and concept development but which are unstructured in terms of adult-child interactions, and those situations which emphasize child-child interactions. In order to prevent observer bias, subset children from each classroom have been randomly assigned to each event or context in which they are to be observed. The unit of analysis is a particular child and observations are to be for an equal amount of time proportional to the length of the event in the day's schedule. These observations are to take place over a period of days. The methodology to be used is a running log. You should note the time at which an observation begins, then proceed to describe the behaviors of the designated child, his/her interactions with others, and general socioemotional comportment, and to record verbatim the child's utterances. Note is to be made of any transitions in activities occurring during the observation period, and the time of such transitions is to be recorded. After each observation, take a minute or two to catch up on the notes from the observation, locate the next child to be observed, or simply relax. When a day's observations are completed, you should rewrite your field notes and categorize your observations according to the language use, concept development, and socioemotional behaviors related to cross-model objectives as defined in section VI of this manuel.

The PRs will carry out their subset observations for a two to three week period approximately three weeks after their collection of implementation data. Implementation researchers should make their observations during the latter part of their implementation data collection visits.

Spot Checks

During nonintensive data collection periods, PRs should undertake spot checks at their sites. You should record the behavior of those children not included in the subset at randomly chosen instances during the day. Note what those children are doing, what language is being used, where a child is located, and with whom he/she is interacting. Record the behavior observed at a given instant, and make sure that each of the non-subset children is included in the observations.

VIII. Interviewing

Interviews may range from formally structured situations, where a set of preconstructed questions are asked, to informal unconstrained discussions where information is freely exchanged. Sample your informants to identify a good source, one who has time, is willing to talk, knows what is happening, and is easy to get along with. Do not, however, rely on such a person exclusively: you should not ignore other people in the school. Also, the most willing informants may be outside of the mainstream of activity and have time to talk to you for that reason. Always cross-check factual information with a number of people or with school records.

Here are some suggestions that might help you when you attempt to gather information using interviews:

1. Decide ahead of time the procedure for your interview. If you use structured questions, be prepared to pursue interesting issues brought up by the informant.

2. Ask a few people the same set of questions in order to get differences of opinion or cross-checks. Find out what kinds of things most people agree on and where there is disagreement.

3. After an interview, evaluate yourself. Ask yourself whether you may have unintentionally "directed" your informant toward a given response, or if the informant led you away from your interview goals. Keep track of these instances. Learn from your experiences.

4. Consider carefully how you will explain your research goals and your role to respondents when they ask you what it is all about. Show them what you do through your actions. Engage in actual interviews to explain your role.

5. Think about the interview from your informant's point of view and make him/her comfortable. Try to make the interview a pleasant experience for the informant.

6. Don't interview when you feel you are becoming stale (tired, bored, frustrated, irritated). Go back to it another day.

7. Have nothing with you except materials needed for the interview. You should not distract your respondents or share previously collected data with them.

8. Be sure you write the date, place, time, and respondent's identity (when relevant) on the first page of your interview notes. Number the pages.

9. Show interest in your informants. Remember you are asking for help and information. You are not testing.

IX. Ethics

Researchers are employees of Juárez and Associates and as such are subject to company policy guidelines. Thus, fieldworkers should use discretion in expressing personal opinions or taking sides in disputes in the field. This is important because an expression of disapproval may lead people to alter their behavior or hide it, which means the researcher may not be able to observe the very behavior he or she wishes to study. Rather than express an opinion or verbally interpret an action, it is best to stand back and let the action take place.

In general you should not intervene if you observe unethical or illegal practices at the school. Unless a person is in immediate danger, fieldworkers should not become personally involved in the resolution of a problem. As a trained observer you should collect the facts related to an incident, then consult with your coordinator at Juárez and Associates. This individual will put the matter before the project ethics committee, which is composed of the president and the treasurer of the firm, the project director, and an outside member from the local academic community who is a specialist in the area of concern (e.g., child abuse). This group will then make a decision regarding the episode and contact the proper authorities where warranted. Always refer to the field research coordinator immediately whenever problems or ethical dilemmas arise.

Avoid giving any presentations related to the project or your work during the course of the evaluation. Even a seemingly innocent presentation such as a description of the project may have unexpected repercussions. You may be quoted out of context or be perceived in a way other than you intended.

At the school level, when asked about your research, give general responses or focus on the positive aspects of the program. If you are pushed to give information which might improve performance, make sure that you document how much and what types of information you give and how such information alters classroom practices and/or your role.

If you observe behavior for which an individual in the classroom may later feel embarrassed or ashamed, do not record it. Look away or engage in some other activity, then make sure to say something reassuring to the person in question at the first opportunity. Likewise, do not refuse requests to look at your notes. In general, do not carry more than one day's notes with you and use a code when noting behaviors you judge to be of a sensitive nature. Tell people the truth - that as the project is federally funded, the confidentiality of all individuals must be protected and therefore no names will be used in any reports of the research results.

In describing yourself and your role, remember that you are an observer, not an evaluator. The actual tying of your data to the evaluation will not be done by you but by Juárez and Associates staff in Los Angeles.

X. Procedures for Publishing Project Data

It is anticipated that members of the Head Start staff will be interested in preparing manuscripts for publication or presentation on one or more aspects of the evaluation. In order to facilitate this endeavor, a publications committee has been established to review requests to use Head Start data in any proposed works, and in particular, to ensure that all relevant federal regulations are followed.

The publications committee will be chaired by the evaluation's project director and will also include the co-project director, the field work supervisor, and the officer-in-charge. Prior to or subsequent to the delivery of contracted report(s) to the Federal funding agency, individuals who participated as authors of report(s) or who gathered data, as a group or as individuals, may submit a request in writing to the publications committee for approval of the preparation of a presentation or an article for publication based on some or all of the data generated by the contract. This request must include the following:

1. objectives of the proposed paper;
2. sources of data;
3. summary statements or conclusion;
4. authors and their respective contributions to the proposed publication.

Upon receipt of the request, the publications committee will take the following steps in responding: First, the proposed paper will be assessed only in terms of any positive or negative effects it may have on the ongoing evaluation. No editorial judgments will be made. Second, since all data collected during the evaluation are the property of the funding agency, the publications committee will consult with the Administration for Children, Youth and Families (ACYF) as to the legality of publishing data outside of the funding agency reports. Third, individuals proposing the publication will be informed in writing as to the decisions taken regarding their requests. Should a publication result, appropriate recognition in the publication shall be made acknowledging Juárez and Associates and the funding agency, and a copy of the final publication shall be sent to each by the author.

Proposals written by employees or consultants of Juárez and Associates will, if required, include the names of the individual authors who write the proposals.

All Juárez and Associates reports based upon the data collected through contracts and grants shall indicate Juárez and Associates as author and shall not list the names of the individuals who participated in writing the reports.

RATING FORM FOR FIELDNOTES COMPLETENESS AND CONSISTENCY

Codes	Name of Individuals	Dates	Dates	Dates	Dates	Dates	Dates	Dates
01								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
01								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
021								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
018								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
014								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							

RATING FORM FOR FIELDNOTES COMPLETENESS AND CONSISTENCY

Codes	Name of Individuals	Dates	Dates	Dates	Dates	Dates	Dates	Dates
017								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
019								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
010								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
033								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
005								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							

RATING FORM FOR FIELDNOTES COMPLETENESS AND CONSISTENCY

Codes	Name of Individuals	Dates	Dates	Dates	Dates	Dates	Dates	Dates
026								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
011								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
036								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
027								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							
013								
	a) Spanish							
	b) English							
	c) Socioemo							
	d) Other							

RATING FORM FOR FIELDNOTES COMPLETENESS AND CONSISTENCY

Categories	Dates	Dates	Dates	Dates	Dates	Dates
1.0 School-Community:						
1.1 Description of Area						
1.2 Resources						
1.3 Population Characteris:						
1.3.1 Ethnicity						
1.3.2 Demographics						
1.3.3 Occupations						
1.3.4 Language Use						
1.3.5 Family Structure						
2.0 School-Community:						
2.1 Description of Area						
2.2 Resources						
2.3 Population Charact:						
2.3.1 Ethnicity						
2.3.2 Demographics						
2.3.3 Occupations						
2.3.4 Language Use						
2.3.5 Family Structure						
3.0 School:						
3.1 Physical Description						
3.2 Population						
3.3 Materials						
3.4 Types & Nos. of Actv						
3.5 Recruitment						
3.6 Policy						
3.7 Budget						
3.8 History						

Categories	Dates	Dates	Dates	Dates	Dates	Dates
3.9 Decision-Making Structure						
3.10 Scheduling						
4.0 Model: 4.1 Implementation Factors						
4.1.1 Personnel						
4.1.2 Training						
4.1.3 Materials						
4.2 Obstacles to Implement.						
4.3 Evaluations						

Appendix C

Implementation Forms

Alerta (Teachers College)

PART A

Classroom: ____________________

Site: ____________________

Date: ____________________

Activities: Time:

1. ____________________
2. ____________________
3. ____________________

Directions: This checklist should be used three times during key experiences of the school day. The observations should take place at appropriate intervals that will optimize the opportunity to observe the model implementation. In the spaces provided above, describe the activity and time during which the observation takes place (i.e., planning time, recall time, etc.), then fill the appropriate box for each item below. USE THE DURATION OF THE ACTIVITY TO ANSWER QUESTIONS ABOUT ACTIVITY CONTENT. For any no answer under Schedule and Organization, explain briefly. For any yes answer, in Part A give number when appropriate.

Schedule & Organization

There is a schedule posted which includes:

	Planned		Occurred	
	Yes	No	Yes	No
1. teacher preparation time				
2. clean-up time				
3. parent-directed activities				
4. aide-directed activities				
5. large group activities				
6. small group activities				
7. active & quiet activities				
8. first language activities				
9. second language activities				
10. first & second language activities				

Setting and Materials

Alerta

Observation Periods

Setting:

	A			B			C		
	Not Present	Observed Not in Use	Observed in Use	Not Present	Observed Not in Use	Observed in Use	Not Present	Observed Not in Use	Observed in Use
11. art area									
12. block building area									
13. family corner									
14. sand area									
15. water area									
16. outdoor/large muscle area									
17. music & movement area									
18. table material area									
19. library area									
20. large group area									

Alerta

Materials:

	Yes	No
21. family corner and block area contiguous		
22. block area located at opposite end of room from library		
23. quiet area & library contiguous		
24. art area & water area contiguous		
25. areas in gloom		
26. all areas have room for at least 3 children		
27. illustrations of urban environment		
28. illustrations of different culture groups		
29. displays of children's work		
30. pictures of famous historical figures from different cultures (Benito Juárez, Simón Bolívar, Abe Lincoln)		
31. materials representative of different cultures		
32. materials labeled in Spanish		
33. materials labeled in English		
34.		
35.		

Observation Periods

Alerta

Individuals :

	A		B		C	
	Yes	No	Yes	No	Yes	No
36. Children using an area alone						
37. Children working in group						
38. Children grouped for instruction						
39. Child(ren)-adult interaction						
40. Child(ren)-child(ren) interaction						
41. Child(ren)-materials interaction						
42. Parents in the classroom serving as aides						
43. Parents preparing materials						
44. Parent speaking Spanish						
45. Parent speaking English						
46. Aide speaking Spanish						
47. Aide speaking English						
48. Teacher speaking Spanish						
49. Teacher speaking English						

50.

Alerta

Activities:

	A		B		C	
	Yes	No	Yes	No	Yes	No
51. adult-directed activities						
52. child-initiated activities						
53. large group activities						
54. small group activities						
55. first language activities						
56. second language activities						
57. activities in both languages						
58. individual activities						
59. active activities						
60. quiet activities						

Alerta

PART B

Directions: This section is an overall assessment of the ratio of language usage, amount of time spent in areas or particular activities reflective of the model in use which took place in the classroom during the day. The ratings should be made at the end of a day's observations and incorporate all of the time you were actually doing observations. Make your judgement using the sampling strategies most appropriate for your site.

61) Estimate the total number of minutes each of the following areas was in use today:

a) Art Area ______
b) Block Building Area ______
c) Family Corner ______
d) Sand Area ______
e) Water Area ______

f) Outdoor/Large Muscle Area ______
g) Music & Movement Area ______
h) Table Materials Area ______
i) Library Area ______
j) Large Group Area ______

62) Estimate the total number of minutes devoted to each of the following types of activities today:

a) Quiet Activities ______

b) Active Activities ______

c) Teacher-Direct Activities ______

d) Individual Child Activities ______

e) Learning Center Activities ______

f) Activities in First Language Spanish ______

g) Activities in First Language English ______

h) Activities in Both Language ______

i) Outdoor/Large Muscle Activities ______

j) Circle Times Activities ______

k) Small Group Activities ______

l) Large Group Activities ______

m) Manipulative Activities ______

n) Activities in Second Language Spanish ______

o) Activities in Second Language English ______

Alerta

PART B

63) Estimate the percentage of the following languages used by teachers today:

a) Spanish ____
b) English ____
c) Both languages together ____

64) Estimate the percentages of the following languages used by assistants/aides today:

a) Spanish ____
b) English ____
c) Both languages together ____

65) Estimate the percentage of the following languages used by parents today:

a) Spanish ____
b) English ____
c) Both languages together ____

66) Estimate the percentages of the following languages used by children today:

a) Spanish ____
b) English ____
c) Both languages together ____

67) Estimate the total number of minutes parents played the following role in the classroom today:

a) teaching ____
b) teaching assistant ____
c) preparation of materials ____
d) provide input (into curriculum) ____

68) Estimate the total number of minutes each of the following types of interactions were observed:

a) child-to-child ____
b) child-to-adult ____
c) child-to-materials ____

Alerta

PART C

Directions: Using these mnemonic devices as a general guide, inquire into the perceptions of the teachers, aides, and parents as to the day's events.

69) Divergences from planned schedule

70) Relevance of different cultural materials present or presented

71) Visitors in the classroom and their roles

72) The effects of Head Start on children

73) Other things Head Start can do

74) Inquire into any issue you judge of interest and relevant to your tasks

PART A

Classroom: ______________________

Site: ______________________

Date: ______________________

Activities: Time:

1. ______________________
2. ______________________
3. ______________________

Directions: This checklist should be used three times during key experiences of the school day. The observations should take place at appropriate intervals that will optimize the opportunity to observe the model implementation. In the spaces provided above, describe the activity and time during which the observation takes place (i.e., planning time, recall time, etc.), then fill the appropriate box for each item below. USE THE DURATION OF THE ACTIVITY TO ANSWER QUESTIONS ABOUT ACTIVITY CONTENT. For any no answer under Schedule and Organization, explain briefly. For any yes answer, in Part A give number when appropriate.

Schedule & Organization

There is a schedule posted which includes:	Planned		Occurred		
	Yes	No	Yes	No	Explain
1. large group, teacher-directed					
2. small language group, teacher-directed					
3. individual activities					
4. artistic activities					
5. circle times					
6. activities in the first language					
7. activities in the second language					
8. active activities					
9. quiet activities					
10. time for parental participation					

Setting and Materials

Amanecer

Setting:

Observation Periods

	A			B			C		
	Not Present	Observed Not in Use	Observed in Use	Not Present	Observed Not in Use	Observed in Use	Not Present	Observed Not in Use	Observed in Use
11. dramatic play area									
12. block area									
13. arts & crafts area									
14. woodworking area									
15. science/discovery area									
16. music area									
17. manipulative area									
18. sand & water area									
19. large group area									
20. small group area									

Amanecer

Materials:

	Yes	No
21. materials representing different cultures		
22. materials available in each area		
23. materials within reach of children		
24. number of room dividers		
25. children's not used as decorations		
26. materials labeled in Spanish		
27. materials labeled in English		
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		

Amanecer

Individuals:

	A		B		C	
	Yes	No	Yes	No	Yes	No
36. children using area above						
37. children working in group						
38. parents serving as teaching assistants						
39. parent preparing materials						
40. parent speaking Spanish						
41. parent speaking English with a child or group						
42. aide speaking Spanish with a child or group						
43. aide speaking English with a child or group						
44. teacher speaking Spanish with a child or group						
45. teacher speaking English with a child or group						
46.						
47.						
48.						
49.						
50.						

Activities:

		A		B		C	
		Yes	No	Yes	No	Yes	No
51.	adult-directed activities						
52.	child-initiated activities						
53.	large group activities						
54.	small group activities						
55.	activities in first language						
56.	activities in second language						
57.	activities in both languages						
58.	quiet activities						
59.	active activities						
60.	individual activities						

PART B

Directions: This section is an overall assessment of the ratio of language usage, amount of times spent in areas or particular activities reflective of the model in use which took place in the classroom during the day. The ratings should be made at the end of a day's observations and incorporate all of the time you were actually doing observations. Make your judgement using the sampling strategies most appropriate for your site.

61) Estimate the total number of minutes each of the following areas was in use today:

a) Art Area __________
b) Dramatic Area __________
c) Discovery/Science Area __________
d) Music Area __________
e) Manipulative Area __________
f) Library Area __________
g) Block Building Area __________
h) Woodworking Area __________
i) Sand & Water Area __________
j) Area for Personal Belongings __________

62) Estimate the total number of minutes devoted to each of the following types of activities today:

a) Quiet Activities __________

b) Active Activities __________

c) Teacher-Direct Activities __________

d) Individual Child Activities __________

e) Learning Center Activities __________

f) Activities in First Language Spanish __________

g) Activities in First Language English __________

h) Activities in Both Language __________

i) Outdoor/Large Muscle Activities __________

j) Circle Times Activities __________

k) Small Group Activities __________

l) Large Group Activities __________

m) Manipulative Activities __________

n) Activities in Second Language Spanish __________

o) Activities in Second Language English __________

63) Estimate the total number of minutes each of the following types of interactions were observed:

a) child-to-child _____
b) child-to-adult _____
c) child-to-materials _____

64) Estimate the percentage of the following languages used by teachers today:

a) Spanish _____
b) English _____
c) Both languages together _____

65) Estimate the percentages of the following languages used by assistants/aides today:

a) Spanish _____
b) English _____
c) Both languages together _____

66) Estimate the percentage of the following languages used by parents today:

a) Spanish _____
b) English _____
c) Both languages together _____

67) Estimate the percentages of the following languages used by children today:

a) Spanish _____
b) English _____
c) Both languages together _____

68) Estimate the total number of minutes parents played the following role in the classroom today:

a) teaching _____
b) teaching assistant _____
c) preparation of materials _____
d) provide input (into curriculum) _____

Amanecer

PART C

Directions: Using these mnemonic devices as a general guide, inquire into the perceptions of the teachers, aides, and parents as to the day's events.

69) Divergences from planned schedule

70) Relevance of different cultural materials present or presented

71) Visitors in the classroom and their roles

72) The effects of Head Start on children

73) Other things Head Start can do

74) Inquire into any issue you judge of interest and relevant to your tasks

PART A

Nuevas Fronteras

Classroom: ____________________

Site: ____________________

Date: ____________________

Activities:

1. ____________________
2. ____________________
3. ____________________

Time:

1. ____________________
2. ____________________
3. ____________________

Directions: This checklist should be used three times during key experiences of the school day. The observations should take place at appropriate intervals that will optimize the opportunity to observe the model implementation. In the spaces provided above, describe the activity and time during which the observation takes place (i.e., planning time, recall time, etc.), then fill the appropriate box for each item below. USE THE DURATION OF THE ACTIVITY TO ANSWER QUESTIONS ABOUT ACTIVITY CONTENT. For any no answer under Schedule and Organization, explain briefly. For any yes answer, in Part A give number when appropriate.

Schedule & Organization

There is a schedule posted which includes:

	Planned		Occurred	
	Yes	No - Explain	Yes	No - Explain
1. large group, teacher-directed activities				
2. small group, teacher-directed activities				
3. small group, child-directed activities				
4. reading and storytelling activities				
5. songs and rhymes				
6. activities in the first language				
7. activities in the second language				
8. activities in both the first and the second languages				
9.				
10.				

Setting and Materials

Nuevas Fronteras

Setting:	Not Present	A Observed Not in Use	in Use	Not Present	B Observed Not in Use	Observed In Use	Not Present	C Observed Not in Use	Observed in Use
11. fantasy play area									
12. block area									
13. arts and crafts area									
14. cooking area									
15. discovery area									
16. small group area									
17. large group area									
18.									
19.									
20.									

Materials:

	Yes	No
21. materials representative of different culture		
22. classroom clean (no obstructions interfering with people movement)		
23. materials available in each area		
24. materials related to the area		
25. materials are within reach of children		
26. materials labeled in Spanish		
27. materials labeled in English		
28. colorful materials		
29.		
30.		
31.		
32.		
33.		
34.		
35.		

Observation Periods

Nuevas Fronteras

	A		B		C	
	Yes	No	Yes	No	Yes	No
36. children using an area alone						
37. children working in group						
38. parents serving as teaching assistants						
39. parent preparing materials						
40. parent speaking Spanish with a child or group						
41. parent speaking English with a child or group						
42. aide speaking Spanish with a child or group						
43. aide speaking English with a child or group						
44. teacher speaking English with a child or group						
45. teacher speaking English with a child or group						
46.						
47.						
48.						
49.						
50.						

Nuevas Fronteras

Activities:

	A		B		C	
	Yes	No	Yes	No	Yes	No
51. adult-directed activities						
52. child-initiated activities						
53. large group activities						
54. small group activities						
55. active activities						
56. quiet activities						
57. first language activities						
58. second language activities						
59. both language activities						
60. individual activities						

Nuevas Fronteras

PART B

Directions: This section is an overall assessment of the ratio of language usage, amount of time spent in areas or particular activities reflective of the model in use which took place in the classroom during the day. The ratings should be made at the end of a day's observations and incorporate all of the time you were actually doing observations. Make your judgement using the sampling strategies most appropriate for your site.

61) Estimate the total number of minutes each of the following areas was in use today:

a) Fantasy Play Area __________
b) Block Area __________
c) Arts and Crafts Area __________
d) Discovery Area __________
e) Large Group Area __________
f) Small Group Area __________
g) __________
h) __________
i) __________

62) Estimate the total number of minutes devoted to each of the following types of activities today:

a) Quiet Activities __________

b) Active Activities __________

c) Teacher-Direct Activities __________

d) Individual Child Activities __________

e) Learning Center Activities __________

f) Activities in First Language Spanish __________

g) Activities in First Language English __________

h) Activities in Both Language __________

i) Outdoor/Large Muscle Activities __________

j) Circle Times Activities __________

k) Small Group Activities __________

l) Large Group Activities __________

m) Manipulative Activities __________

n) Activities in Second Language Spanish __________

o) Activities in Second Language English __________

63) Estimate the total number of minutes each of the following types of interactions were observed:

a) child-to-child ________
b) child-to-adult ________
c) child-to-materials ________

64) Estimate the percentage of the following languages used by teachers today:

a) Spanish ________
b) English ________
c) Both languages together ________

65) Estimate the percentages of the following languages used by assistants/aides today:

a) Spanish ________
b) English ________
c) Both languages together ________

66) Estimate the percentage of the following languages used by parents today:

a) Spanish ________
b) English ________
c) Both languages together ________

67) Estimate the percentages of the following languages used by children today:

a) Spanish ________
b) English ________
c) Both languages together ________

68) Estimate the total number of minutes parents played the following role in the classroom today:

a) teaching ________
b) teaching assistant ________
c) preparation of materials ________
d) provide input (into curriculum) ________

Nuevas Fronteras

PART C

Directions: Using these mnemonic devices as a general guide, inquire into the perceptions of the teachers, aides, and parents as to the day's events.

69) Divergences from planned schedule

70) Relevance of different cultural materials present or presented

71) Visitors in the classroom and their roles

72) The effects of Head Start on children

73) Other things Head Start can do

74) Inquire into any issue you judge of interest and relevant to your tasks

Un Marco Abierto (High Scope)

PART A

Teacher's Name: ____________________

Site: ____________________

Date: ____________________

	Activities:	Time:
1.		
2.		
3.		

Directions: This checklist should be used three times during key experiences of the school day. The observations should take place at appropriate intervals that will optimize the opportunity to observe the model implementation. In the spaces provided above, describe the activity and time during which the observation takes place (i.e., planning time, recall time, etc.), then fill the appropriate box for each item below. USE THE DURATION OF THE ACTIVITY TO ANSWER QUESTIONS ABOUT ACTIVITY CONTENT. For any no answer under Schedule and Organization, explain briefly. For any yes answer, in Part A give number when appropriate.

Schedule & Organization

	Planned		Occurred	
	Yes	No - Explain	Yes	No - Explain
1. planning time				
2. work time				
3. clean-up time				
4. activity or outdoor time				
5. recall time				
6. small group time				
7. circle time				
8.				
9.				
10.				

Setting and Materials

Un Marco Abierto

PART A

Setting:

Observation Periods

	A			B			C		
	Not Present	Observed Not in Use	Observed in Use	Not Present	Observed Not in Use	Observed in Use	Not Present	Observed Not in Use	Observed in Use
11. house area									
12. quiet area									
13. block area									
14. art area									
15. group area									
16. construction area									
17. music area									
18. sand area									
19. water area									
20. plant & animal area									

	Yes	No
21. materials accessible in each area		
22. materials visible to children & adults		
23. materials labeled		
24. materials related to different cultures		
25. sufficient materials in each area for at least 3 children		
26. sufficient room [illegible] at least 3 children in each area		
27. sufficient space between areas for children to pass comfortably		
28. areas separated by dividers		
29. dated examples of children's work		
30.		
31.		
32.		
33.		
34.		
35.		

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PART A

Individuals:

	A		B		C	
	Yes	No	Yes	No	Yes	No
36. teacher uses both languages to give directions						
37. teacher encourages children to use second language						
38. teacher uses names of areas in both languages						
39. teacher helps children to plan						
40. aide uses both languages to give directions						
41. aide encourages children to use second language						
42. parent takes part in classroom activities						
43. parent involved in planning						
44. parent encourages children to second language						
45. children work together regardless of language differences						
46. children talk in both languages about things they have done						
47.						
48.						
49.						
50.						

Activities:

	A		B		C	
	Yes	No	Yes	No	Yes	No
51. activities focused on active learning of child						
52. activities utilizing language skills						
53. activities utilizing direct representation of experiences and ideas						
54. activities focused on classification of objects or concepts						
55. activities emphasizing seriation						
56. activities emphasizing the use of numbers						
57. activities emphasizing spatial relations						
58. activities utilizing concepts of time						
59. activities emphasizing the sequencing of event in time						
60. activities emphasizing bilingual or multicultural content explicitly and overtly						

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High/Scope

PART B

Directions: This section is an overall assessment of the ratio of language usage, amount of time spent in areas, or particular activities reflective of the model in use which took place in the classroom during the day. The ratings should be made at the end of a day's observations and incorporate all of the time you were actually doing observations. Make your judgement using the sampling strategies most appropriate for your site.

61) Estimate the total number of minutes each of the following areas was in use today:

a) House Area __________
b) Quiet Area __________
c) Block Area __________
d) Art Area __________
e) Construction Area __________
f) Group Area __________
g) Music Area __________
h) Sand Area __________
i) Plant and Animal Area __________
j) Water Area __________

62) Estimate the total number of minutes devoted to each of the following types of activities today:

a) Quiet Activities __________

b) Active Activities __________

c) Teacher-Direct Activities __________

d) Individual Child Activities __________

e) Learning Center Activities __________

f) Activities in First Language Spanish __________

g) Activities in First Language Spanish __________

h) Activities in Both Language __________

i) Outdoor/Large Muscle Activities __________

j) Circle Times Activities __________

k) Small Group Activities __________

l) Large Group Activities __________

m) Manipulative Activities __________

n) Activities in Second Language Spanish __________

o) Activities in Second Language English __________

63) Estimate the total number of minutes each of the following types of interactions were observed:

a) child-to-child _____
b) child-to-adult _____
c) child-to-materials _____

64) Estimate the percentage of the following languages used by teacher's today:

a) Spanish _____
b) English _____
c) Both languages together _____

65) Estimate the percentages of the following languages used by assistants/aides today:

a) Spanish _____
b) English _____
c) Both languages together _____

66) Estimate the percentage of the following languages used by parents today:

a) Spanish _____
b) English _____
c) Both languages together _____

67) Estimate the percentages of the following languages used by children today:

a) Spanish _____
b) English _____
c) Both languages together _____

68) Estimate the total number of minutes parents played the following roles in the classroom today:

a) teaching _____
b) teaching assistant _____
c) preparation of materials _____
d) provide input (into curriculum) _____

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High/Scope

PART C

Directions: Using these mnemonic devices as a general guide, inquire into the perceptions of the teachers, aides, and parents as to the day's events.

69) Divergences from planned schedule

70) Relevance of different cultural materials present or presented

71) Visitors in the classroom and their roles

72) The effects of Head Start on children

73) Other things Head Start can do

74) Inquire into any issue you judge of interest and relevant to your tasks